

Domain 2: The Classroom Environment



Component 2e. Organizing Physical Space

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

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<http://www.arkansased.gov/>

Components of Domain 2: The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space**

Learning Outcomes:

2e. Organizing Physical Space

- Understand the elements of 2e
- Distinguish the difference in levels of performance
- Review examples of 2e evidence
- Identify my level of performance on 2e
- Create next steps to improve my level of performance in 2e

Understanding 2e. Organizing Physical Space

- The use of the classroom physical environment will be different for different levels of instruction.
- Organization of the classroom tells students what the teacher values in learning.
- Organization is necessary to create a safe environment that is conducive to learning by providing access to instruction for every student.
- Teachers may teach in a room that belongs to someone else which means the design and possibilities for personal choice in organization are limited.
- Physical organization can facilitate instruction and group work. Traffic flow should be controlled to avoid disruption in learning.

Elements of 2e

1. Safety and accessibility

- ▶ The classroom is safe, and learning is equally accessible to all students.*

*Proficient Level of Performance

Elements of 2e

2. Arrangement of furniture and use of physical resources

- ▶ Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.*

*Proficient Level of Performance

Planning for 2e Evidence

If the teacher's goal is to have a classroom that is safe and where learning is equally accessible to all students, then

1. What are some indicators of an 'unsafe' classroom? Where could you find this information if you don't know?
2. How can a teacher plan for learning that is equally accessible to all students?
3. Have these been part of your classroom physical space plan: bottlenecks; areas for privacy; group work areas; group work display area?

Planning for 2e Evidence

If the teacher's goal is to use physical resources skillfully, and have a furniture arrangement that is a resource for learning activities , then

1. How should furniture be placed to allow monitoring and assistance during learning?
2. How could students be part of arranging your classroom space?
3. What new idea will you try to improve use of physical resources and space in your classroom?

Which 2e element does this Observation evidence address?

Student art and work was displayed around the room. The objectives were posted on the board. The alphabet was displayed on the wall. The classroom was divided into the following centers: play do, manipulative, sensory/sand, water, carpet, writing, science, library, block, and art. The centers had activities related to the stated objectives and the students were able to rotate to all of the centers without any hindrances.

- a. Safety and accessibility**
- b. Arrangement of furniture and use of physical resources**

Answer is a.

Which 2e element does this Observation evidence address?

The teacher moves from one location to another so everyone can see the demonstration of kneading the clay. The teacher turns on the PowerPoint and finds it too dim for students to see. She states: "I'll turn this [light] out so you can see better."

- a. Safety and accessibility**
- b. Arrangement of furniture and use of physical resources**

Answer is b.

Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

This is which level of performance for 1f?

1. The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

2. The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

3. The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 1f?

4. The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Unsatisfactory
- 2) Basic
- 3) Proficient
- 4) Distinguished

Any surprises?

How is 2e successfully demonstrated?

When observing a lesson, an observer/rater may look for the following:

- Physical arrangement of furniture that facilitates productive learning formation of students and does not prevent traffic flow.
- Provision of access to instructional focus area for every student.
- No safety hazards for students or groups – or teacher making provisions to keep students safe.
- Student responsibility for helping make the classroom safe and conducive to learning.

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 2e: Organizing Physical Space**, how would you rate on the rubric?
- Do you have experience with using a diagram of the classroom to solve issues with safety or access to learning?
- Would a flexible physical arrangement work for your students?
- How would you know about students with special needs for accessibility?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson